SPE 4900
Fall 2017

Instructional Strategies for Individuals with Exceptional Learning Needs

Instructors: **Dr. Christy Hooser**
cmhooser@eiu.edu

Office/Phone: **1212 Buzzard Hall; 217-582-5315**

Appointments: **Sign up in "red" book, 1212 Buzzard Hall.**
Sign up at least 24 hours in advance.

Location/Time: **Monday and Wednesday, 11:00 – 12:40 p.m.**
Tuesday and Thursday, 11:00 – 11:50 a.m.
1103 Buzzard Hall

Candidates must be available in the morning from 8:00-12:30 M/W and from 8:00-11:50 T/R.

SPE 4900
Instructional Strategies for Individuals with Exceptional Learning Needs

CATALOG DESCRIPTION
SPE 4900 - Instructional Strategies for Individuals with Exceptional Learning Needs.
(6-0-6) F, S. General and specialized instructional strategies used with individuals with exceptional learning needs across severity levels, excluding vision and hearing, are presented. Effectively designing, implementing, and evaluating instruction/instructional plans tailored to the exceptional learning needs of the learner across a range of severity levels and instructional environments are addressed. Concurrent enrollment in SPE 4901 (practicum component) required. **Prerequisites & Notes:** SPE 4800. University Teacher Education requirements apply and department requirements for enrollment must be met. Credits: 6

The primary learning model for this course is the Ecological Model (Henley, Ramsey, & Algozzine, 1993).

The Unit Theme is: Educator as Creator of Effective Education Environments

- Knowledge of Diverse Students

- Knowledge of Diverse Societies/Communities

- Knowledge of Diverse Subject Areas and Levels

- Knowledge of Diverse Strategies

- Knowledge of Diverse Technologies

PRACTICA
SPE 4901 (practica) must be taken concurrently with SPE 4900. Both courses must be successfully completed (C or better) to student teach. Students are required to dress in an appropriate professional manner when participating in the practicum component of this course.

TEXTBOOKS
Mercer, C.D., Mercer, A.R., & Pullen, P.C. (2011). *Teaching students with learning problems*

   (8th ed.). Upper Saddle River, NJ: Pearson.

University student learning goals:

The mission of the general education program at Eastern Illinois University includes:

- To enhance student writing, critical reading, speaking, and listening
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible citizenship

- To develop skills of quantitative reasoning and to analyze, interpret, and evaluate quantitative materials.

In this content-specific course literacy, including speaking, listening, critical reading, and written communication is addressed through varied written and spoken activities and assignments. Your skills of critical and reflective thinking will be assessed through tests and quizzes and you will be expected to demonstrate these skills through participation in class and in your written work. Your knowledge central to responsible citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials. Your skill to apply quantitative methods and use the results; interpret and construct tables, graphs, and charts; evaluate data and use to make instructional decisions; and use appropriate technology to collect, analyze, and produce quantitative materials will be developed through course assignments and projects.

SPE 4900 COURSE OUTLINE

I.   Theories of Teaching and Learning (Aristotle, n.d.; Babkin, 1949; Bandura, 1973; Bandura, 1977; Bruner, 1965; Costa, 1985; Dewey, 1916; Dewey, 1938; Erickson, 1950; Erickson, 1968; Freud, 1946; Freud, 1965; Gall, Gall, Jacobsen, & Bullock, 1990; Glasser, 1965; Glasser, 1990; Kohlberg, 1981; Kohlberg, 1984; Pavlov, 1927; Piaget, 1960; Piaget, 1965; Plato, n.d.; Skinner, 1968; Skinner, 1974; Wilson, Shulman, & Richert, 1987) (.25 Weeks)

II.   Directive Teaching Model Carnine, Silbert, & Kameenui, 1990; Joyce & Weil, 1986; Samuels & Jones; 1990; Silbert, Carnine & Stern, 1990; Schumaker, Deshler, Alley, & Warner, 1983; Samuels & Jones, 1990) (3.5 Weeks)
        A.   Designing and planning evaluation for instruction
        B.   Implementing Evaluation (Cartwright & Cartwright, 1984; Ekwall, 1985; Evans, Evans, & Mercer, 1986; Koenig & Kunzelmann, 1980; Salvia & Hughes, 1990; Shinn, 1989)
                1.   General Assessment Strategies
                        a.   Formal Assessment
                        b.   Curriculum-based measurement
                        c.   Systematic Observation
                        d.   Charting
                        e.   Authentic Assessment
                2.   Content Specific Assessment Strategies
                        a.   Reading
                                1.   Early Literacy (ex. DIBELS)
                                        a.) Phonological Awareness
                                        b.) Letter-sound association
                                        c.) Syllabication
                                        d.) Blending
                                        e.) Phoneme segmentation and manipulation
                                        f.) Fluency
                                2.   Formal Reading Assessment
                                3.   Informal Reading Inventories
                                4.   Graded word lists
                                5.   Cloze Procedures
                                6.   Error Analysis
                        b.   Written Language
                                1.   Spelling
                                        a.) Dictated spelling tests
                                        b.) Informal Spelling Inventory
                                        c.) Spelling Error Analysis
                                2.   Handwriting
                                3.   Written Expression
                                        a.) Formal assessment
                                        b.) Informal Written Expression Assessment
                                                1.) Fluency
                                                2.) Syntax

3.) Vocabulary
                        4.) Structure
                        5.) Content
                  c.) Portfolio Assessment
      c.   Mathematics
            1.   Formal Assessment
            2.   Informal Math Assessment
            3.   Assessment for levels of understanding (concrete, semi-concrete, abstract)
            4.   Error analysis of work samples
      d.   Assessing English Language Learners
C.   Developing long range goals and/or short term objectives (Bloom, B.S. 1956, 1986; Costa, 1985; Strickland & Turnbull, 1990)
      1.   assessment tasks
      2.   IEPs/transition plans
      3.   daily lesson plans (Hunter, 1984; Hunter & Russell, 1981; Rosenshine, 1986)
D.   Planning daily instruction based upon IEPs/transition plans
      1.   Cultural Factors
      2.   Linguistic Factors
E.   Formative evaluation of the educational program
F.   Summative evaluation of the educational program

A.   Selection and Implementation of Behavior Management Strategies (1.5 Weeks) Considerations in Implementing Behavior Management Strategies (Alberto & Troutman, 1990; Brophy, 1979; Coleman & Gilliam, 1983)
      1.   Needs of the learner
      2.   Influence of teacher attitudes and behavior on student behavior
      3.   Level of student learning (acquisition, maintenance, and generalization)
      4.   Strengths and limitations of the strategies
      5.   Legal and ethical issues in behavior management
      6.   Cultural considerations in behavior management
B.   Types of Behavior Management Strategies (Brophy, 1979; Brophy, 1981; Long & Newman, 1965; Safer, 1982)
      1.   Preventive management (e.g. proximity control, establishing clear standards for behavior)
      2.   Management of surface behaviors
            a.   positive and negative reinforcement
            b.   shaping
            c.   fading
            d.   chaining
            e.   assertive discipline strategies
      3.   Management of chronic behaviors
            a.   contingency contracting
            b.   token economy
            c.   response cost
            d.   overcorrection

          e.   time-out procedures

    4.   Crisis intervention for aggressive and/or self-abusive behaviors (Gilliam, 1981)

          a.   physical intervention

          b.   social problem solving

    5.   School discipline policies (Barnette & Parker, 1982; Canter & Canter, 1976)

          a.   reinforcement policies

          b.   detention/suspension/expulsion

C.   Classroom Organizational Considerations (Doyle, 1979; Doyle, 1986; Hannaford & Taber, 1982; Hofmeister, 1984; Hooper, 1981; Mercer, Mercer, & Bott, 1984; Stowitschek & Stowitschek, 1984)

    1.   Managing time

    2.   Managing space

    1.   Managing, adapting and evaluating commercial and teacher-made material

    2.   Technology management

III.   Selection and Implementation of Instructional Strategies (8.75 Weeks)

    A.   Considerations in Selecting Instructional Strategies (Carbo, Dunn, & Dunn, 1989; Hunter, 1984; Hunter & Russell, 1981; Joyce & Showers, 1987; Kerman, Kimball, & Martin, 1980)

        1.   Degree and impact of a disability on the learning process

        2.   Learning styles of the learner

        3.   Cognitive, affective, and life skill needs of the learner

        4.   Level of learning (acquisition, maintenance, and generalization)

        5.   Multicultural issues (Baca & Cervantes, 1991; Banks & Banks, 1989; Cummins, 1984; Cummins, 1989; Cummins, 1991; Duran, 1989; Fradd, Figueroa & Correa, 1989; Franklin, 1992; Hall, 1981; Hernandez, 1989; Hill, 1989; Hilliard, 1991; Ravitch, 1983; Ravitch 1991-1992; Tiedt & Tiedt, 1990)

          a.   Assessment strategies

          b.   Evaluation and adaptation of curriculum and materials

          c.   English Language Learners

        6.   Strengths and limitations of instructional strategies

    B.   Types of Instructional Strategies (Brophy, 1979; Brophy, 1981; Brophy & Good, 1986; Deshler, Schumaker, & Lentz, 1984; Doyle 1979; Doyle, 1983; Ekwall, 1985; Englert, 1984; Englert, Tarrant, & Mariage, 1992; Gall, Jacobsen, & Bullock, 1990; Goldstein, Sparfkin, Gershaw, & Klein, 1980; Good & Brophy, 1984; Grossman, 1990; Haisley & Andrews, 1981; Hansen, 1978; Henley, Ramsey & Algozzine, 1999; Johnson, Johnson, Holubec & Roy, 1984; Johnson & Johnson, 1987; Kinsvatter, Wilen, & Ishler, 1988; Lazerson, 1980; Lloyd, 1980; McGinnis, Goldstein, Sprafkin, & Gershaw, 1984; Mercer, Mercer, & Evans, 1982; Rosenshine, 1986; Rosenshine & Stevens, 1986; Safer, 1982; Schmid & Slade, 1981; Schumaker, Deshler, Nolan, Clark, Alley, & Warner, 1981; Slavin, 1986; Stevens & Rosenshine, 1981; Wiederholt, Hammill, & Brown, 1983; Wolte, 1998)

        1.   Use of modeling/prompts

2. Questioning tactics
3. Error analysis
4. Instructional pacing
5. Presentation skills
6. Direct instruction model
7. Data based teaching model
8. Use of technology/computer assisted instruction/ assistive technology
9. Use of packaged/commercial curricula
10. Games/simulations/role plays
11. Cooperative learning and peer tutoring
12. Self-management techniques
13. Community –Based Instruction
14. Multisensory strategies
15. Reading Strategies
    a. Developmental Reading
        1.) Phonemic Awareness
        2.) Decoding
            a. Phonics
            b. Sight Word
        3.) Comprehension
            a. Whole Language
            b. Language Experience
            c. Literature Approach
        4.) Vocabulary
        5.) Fluency
        6.) Remedial Approaches
    b. Functional Reading
        1.) Content Area Reading
            a. Comprehension Strategies
            b. Remedial Approaches
            c. Learning Strategies
            d. Study Skills
            e. Test-Taking Skills
        2.) Survival Skill Reading
    c. Considerations for ELL
16. Written Language Strategies
    a. Spelling
        1.) Rule-Based Instruction
        2.) Multi-Sensory
        3.) Test-Study Test Techniques
        4.) Fixed and Flow Word Lists
    b. Handwriting
        1.) Manuscript
        2.) Transitional Writing
        3.) Cursive
    c. Written Expression
        1.) Process Approach to Writing

         2.)   Mnemonic Writing Strategies
         3.)   Editing Strategies
      d.   Considerations for ELL
    17.   Mathematics Strategies
      a.   Explicit Instruction
      b.   Problem-solving and word problems
      c.   Precision teaching

D.   Strategies for Teaching Life Skills (Bullis & Cheney, 1999; Cronin & Patton, 1983; Epanchin & Monson, 1982; Erickson, 1984; Lamkin, 1980; Siegel, Robert, Greener, Meyer, Halloran, & Gaylord-Ross, 1993; Walker, McConnell, Holmes, Todis,Walker, & Golden, 1983; Walker, Todis, Holmes, & Horton, 1988)

    1.   Social Skill Instruction
      a.   Cognitive Behavior Modification
      b.   Self-management
      c.   Direct Instruction
      d.   Behavior Modification
    2.   Life Skill Instruction
      a.   Transition Planning-school to adult life
         1.)   Employment skills
         2.)   Post-secondary education opportunities
         3.)   Community living opportunities
         4.)   Recreation/leisure opportunities
      b.   Prevocational/vocational training
         1.)   Community/mobility concerns
         2.)   Career awareness and planning
         3.)   Career education
      c.   Personal/health issues
         1.)   Social/sexual education (Carter & Sugar, 1989; Gresham, 1981; LaNunziata, Hill, &   Krause, 1981)
         2.)   Health education-nutrition, hygiene, substance use/abuse

V.   Service Delivery Models (Author, 1999; Blankenship & Lilly, 1981; Miller & Sabatino, 1978) (.25 Weeks)
    A.   Teacher assistance teams
    B.   Consulting teacher model
    C.   Resource teacher model
    D.   Itinerant teacher model
    E.   Self contained classes
    F.   Day school programs
    G.   Residential programs

VI.   Working with Paraeducators and Volunteers to Support Instruction (.25 Weeks)
    A.   Roles and responsibilities of paraeducators
      1.   assessment
      2.   instruction
      3.   behavior management
    B.   Roles and responsibilities of community volunteers

VII. Parental Involvement (Ehrlich, 1981; Institute for Parent Involvement, 1980; Simpson, 1982) (.5 Week)
    A. Planning IEPs and transition plans
        1. Cultural Considerations
        2. Linguistic Considerations
    B. Planning instructional strategies
    C. Parents as partners
    D. Due process

COURSE REQUIREMENTS/ASSIGNMENTS

Student performance will be evaluated through a variety of activities as follows:

1. Readings - Readings are to be completed according to the attached class schedule. The readings listed for each day match the topic that will be covered in class on that day. Candidates are responsible for readings as they will be covered in exams. Readings supplement, not duplicate, material covered in class. See attached reading schedule*(CEC/IGC/IIC Standards 1.1, 1.2,, 2.1, 2.2, 3.1, 3.2, 3.3,4.2,5.3, 6.2, & 6.3; Illinois CC Standards 3,4,5,6,7,& 8; Illinois LBS1 Standards 3,4,5,6, & 7; IPTS Standards 1,3,4,5,6,7, 8, and 9.*

2. Class participation - Throughout the course of the semester, various in-class activities will be conducted. Points will be assigned to each of these activities. Activities will be related to course topics and will be unannounced prior to the class in which they will occur. If an activity is missed, these points can not be made up. *(CEC/IGC/IIC Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, & 5.3; Illinois CC Standards 3,4,5,6,7,& 8; Illinois LBS1 Standards 3,4,5,6, & 7; IPTS Standards 1,3,4,5,6,7, and 9.*

3. *Exams and quizzes - Exams and quizzes are scheduled according to the course calendar. Tests will cover readings and lectures. PLEASE NOTE: FAILURE TO EARN A MINIMUM 70% AVERAGE ACROSS ALL TESTS AND QUIZZES WILL RESULT IN A GRADE OF NO HIGHER THAN A "D" FOR THE COURSE REGARDLESS OF POINTS EARNED.(CEC/IGC/IIC Standards 1.1, 1.2,, 2.1, 2.2, 3.1, 3.2, 3.3,4.2,5.3, 6.2, & 6.3; Illinois CC Standards 3,4,5,6,7,& 8; Illinois LBS1 Standards 3,4,5,6, & 7; IPTS Standards 1,2,3,4,5,6,7,8, and 9.*

4. Lesson Plans - Each candidate will develop several lesson plans suitable for teaching one day's lesson in some of the following areas (reading lesson plan is mandatory): reading, mathematics, social skills or functional/life skills, and concept teaching. Each lesson plan is to contain procedural directions for implementing the lesson, anticipated student participation in the lesson, a listing of materials, and methods of record keeping. Lesson plans are to be written as per Madeline Hunter guidelines. The reading lesson plan is to be submitted using Live Text. A copy of each of the lesson plan evaluations must be provided to your 4901 instructor. *(CEC/IGC/IIC Standards 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.3, 5.5, 5.6, 5.7, & 6.1 Illinois CC & LBS1 Standard 4; IPTS Standards 1,2,3,4,5,6,7, and 9.*

5. IEP Development. Each candidate will develop an IEP based upon a case study provided by the instructor. The IEP will include a detailed present level of educational performance addressing reading, written language, math, and social/emotional areas. Prioritized annual goals and sequentially developed benchmarks are to be developed along with methods for evaluating the benchmarks. Primary and related services to be delivered, areas for which the student is to be integrated into the general education classroom, educational and testing accommodations are also required. The IEP is to be

written in compliance with state and federal laws and regulations. *(CEC/IGC/IIC Standards 1.1, 1.2, 3.1, 3.3, 4.1,4.2, 5.1,5.2, 5.3, 5.5, 6.0, 6.2, 6.3; Illinois CC & LBS1 Standard 4; IPTS Standard 1,2,3,4,5,6,7, 8,and 9.*

6. <u>Transition Plan Development</u>. Each candidate will develop an individualized transition plan based upon a case study provided by the instructor. The plan is to be written in a manner that is consistent with state and federal laws and regulations. *(CEC/IGC/IIC Standard 5.5; Illinois CC & LBS1 Standard 4; and IPTS Standard 1,3,4,5,6,7, and 9.*

7. <u>Extra Credit</u>. Extra credit may be earned through the following activities:
    1. <u>Handbook development</u>. Directions for this assignment will be discussed in class. 5 points may be earned for the handbook.
    2. <u>Participation as a volunteer</u> at Special Olympics or Family Fun Festival, 5 points <u>(NOT 5%!)</u> may be earned for verified participation as a volunteer.

8. Performance Record and Reflection: Although points and attendance will be maintained by the instructor for the purpose of formally assigning candidates a grade for the course, each candidate will be required to maintain a performance record that will be submitted at the midpoint and conclusion of the semester. The performance record will include the points earned to present as well as the number of absences. **If at the end of the semester, a candidate is within one percentage point of a higher grade, the candidate must provide a reflection narrative that demonstrates what the candidate has tried to do to remediate areas of concern (test performance, attendance, performance on the case study team). The reflective narrative will be used as a variable to determine whether the candidate will be awarded the higher grade.**

Special Note: "LiveText" must be purchased and used in this course. Candidates who do not successfully complete the required performance assessments and submit via "LiveText" as directed by the course instructor will earn less than a "C" for the course.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

<u>Grading Procedures</u>

The final grade in this course is based upon total points earned at the end of the semester. While the instructor(s) will maintain a grade book containing the points earned for each candidate, it will be expected that the candidate creates a grade book and keeps record of all his/her points earned. Given that teachers are now required to collect and analyze a variety of learner data, it is important that candidates have knowledge and skills in creating and maintaining data.

Grades will be determined according to the following scale:
A = 90 - 100% of total class points
B = 80 - 89% of total class points

C = 70 - 79% of total class points
D = 60 - 69% of total class points
F = 59% and below of total class points

Policies/Procedures by which SPE 4900 will be conducted (Class Rules)

A.   Professional Presentation of Written Assignments
        SPE 4900/4901 is the capstone experience in the Special Education major. By this late
        point in your teacher preparation program, the instructors expect that certain basic skills
        have been attained by all students in the courses. These skills include:
        1)   appropriate sentence and paragraph structure;
        2)   correct capitalization and punctuation skills;
        3)   correct grammatical usage (e.g., plural nouns need plural verbs);
        4)   correct spelling;
        5)   professional language skills.

The instructors realize that everyone will make infrequent errors in these areas. However, any
written assignment in which frequent errors are found in these skills will be returned to the
student for mechanical corrections before the assignment is formally graded. You will have two
(2) days from the date of return to correct mechanical errors. Any assignment not corrected or
not turned in within this 2-day period will receive the automatic grade of 0. If previous Special
Education instructors have suggested you attend the Writing Center or Study Skill Center on
campus and you have chosen not to do this, you are strongly urged to do this now. The
instructors can provide you with information on how to contact these centers. You cannot earn a
satisfactory grade in SPE 4900 without adequate writing skills.

Writing Policy
The Department of Special Education requires the use of "non-labeling" language. It is expected
that all written work submitted will contain non-labeling language as delineated in the TASH
guidelines that are distributed in SPE 3000. The APA Style Manual, 6th edition (fourth printing),
is to be used in respect to style and format for all writing assignments. This is departmental
policy (DCC decision, Sept. 8, 1982). Individuals with writing difficulties will be referred to the
University Writing Center.

Academic Integrity
Students are expected to maintain principles of academic integrity and conduct as defined in
EIU's Code of Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will
be reported to the Office of Student Standards.

Plagiarism
Plagiarism is copying someone else's work as if it is your own without providing proper
acknowledgement. Eastern Illinois University considers plagiarism a serious offense under its
student conduct code, and the penalty can be as serious as expulsion from school. Turnitin, a
Web-based plagiarism detection service, is available to EIU faculty, staff and students.

Writing/Oral Language Policy

The Department of Special Education strongly supports the use of "non-labeling" language. It is expected that all written work submitted and oral communication will contain non-labeling language as delineated in the TASH guidelines. Students who are experiencing writing difficulties will be referred to the Writing Center.

B.   Attendance Policy

It is expected that candidates attend SPE4900 each day that class is in session. However, life circumstances may result in the candidate being unable to attend class. If and when this situation arises, the candidate is expected to notify the instructor (if the course is team taught, then both instructors must be notified) by phone (581-5315), in person, or via written correspondence (note or email) prior to class time. The instructor(s) will then determine whether the absence is considered excused or unexcused. Typically, an absence is excused when the instructor(s) are notified prior to the start of class time and the reason for the absence is acceptable. Life events such as illness, family emergency, meeting with a student teaching coordinator when no other times are available all constitute acceptable reasons. The desire to start a weekend or vacation period early will not be considered an excused absence. With instructor(s) approval, assignments missed due to excused absences can be made up or turned in without late penalty. However, assignments that are late due to unexcused absences will be assessed a late penalty and it is the candidates' responsibility to acquire any information missed due to unexcused absence from other members of the class.

C.   Classroom Behavior Expectations

In order to assure that each candidate has the right to learn in an environment with minimal distractions, candidates are expected to demonstrate appropriate and professional behavior. Appropriate and professional behavior includes but is not limited to being on time (parking issues may interfere), bringing required materials to class, attending to lecture, minimizing unnecessary conversation, actively participating in group activities, and listening to teacher directives and the contributions of classmates. In addition, restroom visits should be made prior to the start of class. In cases where the restroom must be used during class time, the candidate is to enter and exit the classroom resulting in as minimal distraction as possible.

D.   Cell Phone, Electronic Communication and Laptop Usage/Device Policy

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given by the instructor, and at no time should this means of communication interrupt teaching or learning. Abovementioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero". At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Candidates are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, students are expected to be respectful, professional, and honest. Written communication that is perceived as disrespectful or lacking in professionalism can be grounds for a dispositions write-up. Any email that has been intentionally altered in its content, time sent, or time received will be viewed as an act of academic dishonesty and subject to the Eastern Illinois University Student Conduct Code. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

It is acceptable for candidates to use laptops, tablets, and other note taking/adaptive devices during class time. Acceptable uses for tools include taking lecture notes, using the laptop as an instructional adaptation, serving as recorder for a group activity, or demonstrating a technology application that is pertinent to the present topic being addressed in class. However, checking and/or sending email, browsing the web, playing computer games, posting on Facebook, or any other non-instructionally related activity will not be permitted. A single incident of inappropriate laptop use during class time may result in the candidate being asked to leave class and denied the ability to use the laptop for the remainder of the semester

Student Success Center
Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Students with disabilities
If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

E.   Late Test/Assignment Policy

   1.   Tests. Except in the case of an unexpected, verifiable emergency, tests may only be made up if arrangements have been made prior to the test time for an alternate test day and time.
   2.   Assignments. All assignments are due at the beginning of class on designated due dates. Late class assignments will be assessed the following penalties:
          a)   10% reduction of assignment points for each day the assignment is late (including weekends).

b) No assignment more than 5 days late (including weekends) will receive any points; however the assignment must be submitted to instructor for feedback.

c) All assignments must be completed and submitted. Failure to complete all assignments will result in the final grade being lowered one letter grade for each assignment that is not completed and submitted.

d) All assignments must be completed and submitted prior to the start of finals week.

References

(NOTE: An (*) in front of a reference indicates that this is an NCATE Knowledge Base reference.

Alberto, P.A., & Troutman, A.C. (1990). *Applied behavior analysis for teachers: Influencing student performance (3rd ed.).* Columbus, OH: Charles E. Merrill.

*Aristotle (n.d.). *Aristotle's politics and poetics.* (B. Jowett, & T. Twiling, Trans.). New York: Viking Press.

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*Babkin, B.P. (1949). *Pavlov: A biography*. Chicago: University of Chicago Press.

Baca, L.M., & Cervantes, H.T. (1991). *Bilingual special education*. Reston, VA: CEC/ERIC Clearinghouse on Handicapped and Gifted Children: EDO-EC-91-1, #E496.

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*Banks, J.A., & Banks, C.A. (1989). *Multicultural education: Issues and perspectives*. Boston, MA: Allyn and Bacon.

Barnette, S.M., & Parker, L.G. (1982). Suspension and expulsion of the emotionally handicapped: issues and practices. *Behavioral Disorders*, *7*, 173-179.

Blankenship, C., & Lilly, M.S. (1981). *Mainstreaming students with learning and behavior problems*. New York: Holt, Rinehart, and Winston.

*Bloom, B.S. (1956). *Taxonomy of educational objectives*. White Plaines, NY: Longman, Inc.

*Bloom, B.S. (1986). Automaticity: "The hands and feet of genius". *Educational Leadership*, *43(5),* 70-77.

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*Brophy, J. (1979). Teacher behavior and its effects. *Journal of Educational Psychology*, *71(6),* 733-750.

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*Bruner, J. (1965). *The process of education*. Cambridge, MA: Harvard University Press.

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<div align="center">SAFETY INFORMATION
DEPARTMENT OF SPECIAL EDUCATION</div>

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

Evacuation Procedures:
Clear the building as rapidly and orderly as possible.
Move to the designated areas as directed by the Police Departments or Fire Departments.
Do not return to the building until you are given the all clear signal.

Fire Alarms:
When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9th Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

Tornadoes:
The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will <u>not</u> be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at http://www.eiu.edu/~environ/welcome.htm that you can access for more information about tornadoes and what to do.

Bombs:
The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

Earthquakes:
Earthquakes occur without warning. At best, a person may move under his/her desk.

Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the Building Coordinator (Doug Bower (7972). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page, http://www.eiu.edu/~environ/safmanl/accdform.htm.

Emergency Notification System

Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011